



CARROLL
COMMUNITY COLLEGE

Diversity/World View Strategic Improvement Plan FY 2010

**Carroll Community College
1601 Washington Rd
Westminster, MD 21157**

Carroll Community College Diversity/World View Strategic Improvement Plan

“...The world is being dramatically reshaped by scientific and technical innovations, global interdependence, cross-cultural encounters, and changes in the balance of economic and political power.

Only a few Years ago, Americans envisioned a future in which this nation would be the world’s only super power. Today, it is clear that the United States - and individual Americans- will be challenged to engage in unprecedented ways with the global community, collaboratively and competitively.”

College Learning for the New Global Century: AAC&U 2008

Introduction

Since inception, Carroll Community College has endeavored to maintain practices and activities designed to foster awareness and increase competence related to issues of equity, diversity and multicultural and global awareness for students and staff. Several years ago a committee was established to lead and carry out related activities. While past activities have been effective in raising awareness and competence, the college recognized the need to create a more comprehensive plan to develop, assess and improve upon our desired goals. This plan outlines goals and initiatives in the following areas: Curriculum, Learning Environment, Student Achievement, Employee Development, and Code of Integrity. These efforts will assure that students and staff are equipped to interact, work and succeed in the Twenty-First Century and that the college’s student body and staffing reflect the racial and cultural diversity of the community in which we live.

Existing Institutional Goals Relating to Diversity/Global View

The following items represent major direction-setting goals and other planning/curricular statements established to promote values of diversity and global view among students and staff.

- **Mission-based Institutional Goal VIII:** Embrace an increasingly diverse and changing world, encouraging students, faculty, and staff to value diversity, cultivate global awareness, promote social justice, and welcome new ways of working and learning.

- **General Education Competencies Statements**

General Education Mission: The General Education Program at Carroll Community College introduces students to the fundamental knowledge, skills, and values essential to the further exploration of academic disciplines; encourages intellectual curiosity and the pursuit of life-long learning; and fosters personal and social responsibility in a diverse, complex, and changing world.

Gen. Ed. Competency 6: Global Awareness

Students will acknowledge and comprehend the beliefs, behaviors, and values of diverse populations within a global environment.

Toward attaining this goal, students will:

- *Analyze and evaluate the significance of cultures and societies from a variety of perspectives*
- *Explain the impact of economic, political, and technological changes on diverse cultures*
- *Examine the interdependence of humanity*
- *Appreciate the commonalities and the differences among world cultures*

General Education Competency 7: Personal Development and Social Responsibility

Students will recognize and engage in personal and social behaviors responsible for the wellness of self and community.

Toward attaining this goal, students will:

- *Develop a framework for ethical decision making and personal responsibility*
- *Examine how personal behaviors affect self and others*
- *Collaborate with others to achieve a common goal*
- *Participate in and reflect on personal learning experiences*

- **Academic and Student Affairs Plan FY 2009-2011:**

Objective III.E. *Assure that students and staff develop competencies and values associated with Diversity and Global Awareness.*

Existing Diversity Monitoring Processes

The college has monitored the racial and ethnic diversity of its students and employees, and the academic progress of its students by racial/ethnic groups, through the following periodic reports:

- Annual Performance Accountability Report to the Maryland Higher Education Commission
- Minority Achievement Progress Report to the Maryland Higher Education Commission (every 3 years)
- Credit Student Enrollment Diversity Report (internal Institutional Research report)

Diversity/World View Committee

The Diversity/World View Committee is a recommending body to the President and Executive Team as well as a working committee. Its function is to develop and recommend objectives and strategies to meet Diversity/World View long-range goals, and to assist the college in carrying out staff development, awareness and other activities designed to enhance Diversity/World View competencies. The committee also assists in the assessment of progress on related goals and objectives.

Committee membership is representative of major constituencies on campus: students, faculty, administration, and support staff. Members will also represent each major functional unit of the college: Academic and Student Affairs, Administrative Services, Continuing Education and Training, and Planning, Marketing and Assessment. The committee will have balanced representation of racial/ethnic and gender groups to foster inclusion and equitable representation.

The committee's ongoing charge is to:

1. Define values and principles upon which the college can build and maintain a program of understanding and shared values concerning the dignity and worth of all races, cultures, religions and ways of life;
2. Assist in developing learning and staff development activities aimed at promoting diversity and global awareness values and competencies;
3. Develop, maintain, and assess the Diversity/World View action plan.

Fundamental to the Diversity and Global View Plan is the following value statement developed by the Diversity Committee:

“We embrace an increasingly diverse and changing world, encouraging students, faculty and staff to value diversity, cultivate global awareness, promote social justice, and welcome new ways of working with and learning from the unique contributions of all people.”

Goals, Intended Outcomes, Activities, and Assessment Measures

Diversity is seen as an integral component across all areas of the institution. The following goals reflect specific initiatives related to advancing diversity and global awareness.

I. Curriculum

Goal: Within the curriculum and co-curriculum students will demonstrate attitudes, knowledge and behaviors exemplifying cultural competence and recognition of the interdependence of humanity across the global community.

Intended Outcomes:

1. The curriculum will include learning experiences and intended learning outcomes that allow all students to develop cultural competence (including valuing diversity, cultural awareness/cultural intelligence [Bucher 2008], and global view competencies).

Activities:

- a. Identify a core of “Diversity/Global View” designated courses within the general education core curriculum and assure that all graduates will have taken at least one course devoted to developing competencies consistent with General Education Competency 6: Global Awareness; and, Competency 7: Personal Development and Social Responsibility.*
- b. Review such offerings at other institutions to assure alignment and transfer articulation.*
- c. Under the General Education program review process assure that specific intended learning outcomes relating to Diversity/Global View are in place and student competency achievement is measured and improved.*
- d. Expand opportunities for students to participate in study abroad programs and increase participation by 5 percent each year.*

Reference : 2008, Bucher, R.D. Building Cultural Intelligence (CQ): Nine Megaskills. Pearson Prentice Hall

2. Faculty and staff will demonstrate Diversity/World View competencies and be able to promote the institutional value of Diversity/World View.

Activities:

- a. The Diversity/World View committee will promote specific competencies relating to cultural competency to be used in campus-wide staff development and student development activities.*
- b. The Diversity/World View committee will work with existing faculty and staff development committees to redefine and expand programs and development experiences designed to continuously build cultural competencies among staff.*
- c. Develop and convene yearly an external Diversity/World View Advisory Committee to provide input and feedback to the college on the development of our goals.*

3. Students and the community will identify Carroll Community College as an institution that values, promotes, and prepares students for living in an increasingly diverse and global community.

Activities:

- a. *The strategic marketing committee will further develop strategies to enhance public awareness of our Diversity/World View institutional values.*
 - b. *The publications and web design team will develop tools and standards for all materials to enhance our ability to promote the college's values relating to diversity/cultural view and to assist in developing student competencies.*
 - c. *The publications and web design team will create a diversity/world view promotional logo to be used in association with any campus event, course or activity focusing on diversity/world view competencies or issues.*
4. Non-credit course offerings and programming will provide the community with enhanced exposure to diversity/world view issues.

Activities:

- a. *Use Diversity/World logo to highlight non-credit "World View" courses and programs.*
- b. *Develop a community-based advisory committee for non-credit Diversity/World View programming.*

Measure: Institutional Effectiveness Indicator 34, Cultural Understanding: Percentage of students saying the college contributed to understanding of people of other racial/ethnic backgrounds (CCSSE survey item). **Benchmark: 75 %**

II. Learning Environment

Goal: Ensure that all who may benefit from the learning experiences offered by the college are welcome, through appropriate admissions practices, affordable tuition and fees, financial aid, and a supportive environment. (Mission-based Institutional Goal I)

Intended Outcomes

- 1. Community members from historically underrepresented groups will identify the college as a viable choice based on a commitment to diversity and a broad global perspective.

Activity:

- a. *Enhance diversity awareness through additional recruitment and admissions marketing informational resources and activities and track those activities in the yearly student affairs plan.*
2. The college will maintain open access to programs assuring equitable opportunity to enter and succeed within all college programs.

Activity:

- a. *Monitor recruitment process and participation rates within all college programs*
3. Improve student success and retention by emphasizing the importance of valuing both our differences as well as our commonalities.

Activities:

- a. *Reinforce Diversity/World View competency development through first advising session and orientation activities.*
 - b. *Monitor and meet or exceed the college's recruitment and achievement goals and enhance recruitment and persistence efforts targeted to underrepresented groups*
4. Impact retention via "High Impact" programs designed to engage students in applying their learning experiences outside of the classroom using service learning, academic communities, and internships designed to foster cultural awareness and global view perspectives.

Activities:

Enhance diversity global view initiatives within activities in the following areas:

- a. *Service Learning*
 - b. *Academic Communities*
 - c. *Leadership Challenge*
 - d. *Cultural competencies certification*
 - e. *Expand Leadership Challenge to include perspectives on diversity/global view*
 - f. *Implement a World View Competencies completion certificate and recognition program*
5. Provide students with exposure to a variety of transfer and post-graduate options.

Activity:

- a. *Enhance diversity topics presented in COL100 and CAR (Career Development) courses, and provide greater diversity in terms of transfer institution information and visits.*

Measures: Credit enrollment by racial/ethnic group (**Benchmark: Carroll County adult population percentages**)

Credit enrollment rates per 1,000 Carroll County adult residents, by racial/ethnic group (**Benchmark: overall enrollment rate**)

Percent minorities of full-time faculty, MHEC Performance Accountability Report (PAR) indicator #15 (**Benchmark: 4%**)

Percent minorities of full-time professional staff, PAR#16 (**Benchmark: 10%**)

III. Student Achievement

Goal: Promote student learning and achievement through effective teaching, a supportive learning environment, data-based enrollment management strategies, and activities to encourage student learning, engagement and responsibility. (*Compass Strategic Plan Priority I*)

Intended Outcomes

1. The College will have met all student achievement benchmarks by racial category

Activities:

- a. *Monitor completion/success data by racial/ethnic categories*
- b. *The college will complete a minority achievement report as required by MHEC every three years.*
- c. *The diversity committee will serve in advisory capacity to assist in developing improvement strategies to enhance student achievement by racial/ethnic category*

Measures: Developmental English, Mathematics, and Reading Course Pass Rates by racial/ethnic group (**Benchmark: 70%**)

Developmental Program Completion Rate by racial/ethnic group (**60%**)

Fall-to-spring Retention by racial/ethnic group (**FT: 80%, PT: 55.5%**)

Successful-Persister Rate by racial/ethnic group (**75%**)

Graduation-Transfer Rate by racial/ethnic group (**60%**)

IV. Employee Development

Goal: Employees will be culturally competent and racially and ethnically representative of Carroll County.

Intended Outcomes:

1. Secure a faculty and staff that mirrors the region's demographics

Activity:

a. Assure that the college's staffing is representative of demographics in the service area and enhance opportunities for creating diverse pools of job applicant, including hiring greater diversity among the adjunct faculty.

2. Diversity is identified as an institutional goal during recruitment, interviewing and new employee orientation

Activity:

a. Expand cultural competencies training (i.e. responses to / rights related to different types of harassment) within programs for employee orientation and staff development.

3. Cultural competencies will be further integrated in staff development and training provided for all faculty and staff

Activities:

- a. Include diversity-related workshops in January and August full-faculty development events (ideas: working with English Language Learners; developing cultural intelligence, Understanding rights of and resources for students with disabilities, etc.)*
- b. Plan and promote a variety of diversity-related events (workshops, book discussions, films) during the semester; encourage staff and faculty participation in one event per semester*
- c. Use Diversity logo to easily indentify activities and events*

Measure: Racial/ethnic composition of college staff, reported by employment category (from EDS file). **Benchmark:** Racial/ethnic composition of Carroll County adult population.

Measure: Institutional Effectiveness Indicator 35, Employee Perception of College Commitment to Diversity: Percent of employees agreeing that college is committed to diversity (campus Employee Satisfaction Survey item). **Benchmark:** 90%

V. Integrity Code and Policy on Hate Speech

Goal: Respectful interaction among all students, faculty and staff, in accord with the Carroll Community College Code of Integrity approved by the Board of Trustees March 17, 2004.

Carroll Community College Code of Integrity

An institution of higher learning can make its maximum contribution to society by upholding the highest standards of integrity, honesty, and ethical behavior among its students, faculty and staff. All individuals in the College community are expected to obey the law, show respect for one

another and properly constituted authority, perform contractual obligations, maintain integrity and high standards in academic work, and observe a standard of conduct appropriate while at the College. In response to this belief and ideal, Carroll Community College has adopted a Code of Integrity to foster and promote a sense of respect and consideration of others, and to uphold certain standards of academic honesty and social conduct. The Code of Integrity adopts five fundamental values for Integrity as framed by the Center for Academic Integrity and embraced by more than 200 educational institutions nationwide. These five fundamental values are Honesty, Trust, Fairness, Respect, and Responsibility; and they serve as the foundation for understanding and abiding by the Code of Integrity at Carroll Community College.

Honesty

The commitment to honesty is the core pursuit. Cheating, lying, fraud, theft, and other dishonest behaviors undermine the rights, welfare, and worth of the academic community. Honesty is expected of all members of the College community: students, faculty, staff, and administrators.

Trust

Consistent and reciprocal honesty creates trust among individuals. Faculty must provide clear expectations and evaluations of students' work, and students must perform this work honestly and diligently.

Fairness

All members of the College have a right to be treated fairly. Fairness implies predictability, clear expectations, and a consistent application of policies and procedures. A violation by one member of the community affects the entire community and will not be tolerated.

Respect

All members of the College community must respect each other as individuals, as all are entitled to their beliefs, opinions, culture, traditions, and property. All members should take others' ideas seriously and recognize all as individuals. Rudeness, demeaning or disruptive behavior is the antithesis of respectful conduct.

Responsibilities:

Student Responsibilities

Students are responsible for meeting academic expectations, being on time, paying attention, participating in online and in-class discussions, listening to other points of view, being prepared, making thoughtful contributions, meeting academic deadlines, and performing to the best of their ability. It is expected that each student should discourage and seek to prevent academic dishonesty by others. This may be as simple as covering one's own answers during a test or as difficult as reporting a friend for cheating.

Faculty Responsibilities

It is the responsibility of faculty members to ensure the academic rigor of their courses; that the content of their courses is consistent with the description of the courses in the college catalog; make all reasonable efforts to deter academic dishonesty and report academic dishonesty when it occurs. Faculty

should provide clear expectations, give full and honest feedback; value and encourage student aspirations and goals.

Institutional Responsibilities

It is the responsibility of all members of the College community to uphold the integrity of the learning environment and to take action against those who violate the Code of Integrity. Representatives of the College (administrators, staff, and faculty) have the responsibility to provide an environment conducive to learning and fostering academic integrity, and to treat all individuals on campus with respect and in a manner consistent with the Code of Integrity. They must also ensure that procedures for due process are provided for persons alleged to have violated the Code of Integrity, and for students who believe they have not been treated fairly. Regardless of the circumstances, members of an academic community must not tolerate or ignore misconduct or academic dishonesty.

Cultivating an academic environment that values individuals whose actions reflect integrity is both challenging and uplifting. Being a person of integrity requires demonstrating both small and large acts of courage on a daily basis. The personal value to believe in and act in ways that live up to a higher ideal is the cornerstone of academic responsibility. The tenet behind the Code of Integrity is that the College is only as strong as the members who comprise its community, and each individual member must have a sense of community, personal integrity, and honesty.

Student Involvement

The Code of Integrity places an emphasis on student involvement in its Judicature. Within the Code of Integrity, an Integrity Council has been established to function as both the judicial and legislative body which maintains the Code of Integrity.

Student Rights

Students at Carroll Community College, regardless of race, color, religion, sex, national origin, age, or disability, have equal access to all services, programs, activities and facilities of the College as determined by their student status (Credit or Continuing Education). The College endorses the American Association of University Professors' (AAUP) 1967 Joint Statement Rights and Freedom of Students, which makes it clear that students should have the right to freedom of expression and proper academic evaluation. Students at Carroll are entitled to the following:

Protection of Freedom of Expression: Students should be free to take reasoned exception to the data or views offered in any course of study and reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study in which they enroll.

Protection against Improper Academic Evaluation: Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course.

Protection against Improper Disclosure: information about student views, beliefs, and political associations which professors acquire in the course of their work as instructors, advisers, and counselors

should be considered confidential. Protection against improper disclosure is a serious professional obligation. Judgments of ability and character may be provided under appropriate circumstances, normally with the knowledge or consent of the student.

Honor Pledge

All credit students, and continuing education students as deemed appropriate, must sign a pledge to uphold the Code of Integrity at Carroll Community College. The pledge reads: "I pledge on my personal honor to uphold and abide by the Code of Integrity as long as I am enrolled at Carroll Community College." An instructor may ask that all major academic work submitted by students have an additional pledge that shall read: "I pledge that this work is entirely my own and I have neither given nor received any unauthorized help in its completion." The instructor may authorize students to sign an abbreviated pledge for certain work that is submitted. This abbreviated pledge, which symbolically represents the complete pledge, shall read: "Academic Honesty Pledge." Although students may refuse to sign a pledge, this refusal does not absolve students from abiding by the Code of Integrity.

Hate Speech Policy

"Hate Speech" is defined as any form of communication that is motivated by the speaker's bias toward others and is intended to offend, demean, or injure. Hate speech violates the College's stated core value of Respect, it indicates a lack of concern for Fairness, and it creates an atmosphere of mistrust. Acts of hate speech become subject to punishment when they escalate to conduct that interferes with the ability of a student (or students) to enjoy the right to fully participate in the life of the College. Such acts include bias-inspired phone calls or e-mail messages, following a student across campus while shouting racial epithets, defacing a student's property with hate messages, harassing a student in class with ethnic slurs and jokes. These and similar acts of student conduct are covered in the Code of Integrity, and procedures for disciplining offenders are detailed in that section of this document. Combating hate speech should not be used as censorship. The College advocates prevention of hate speech by fostering an academic environment that expects the highest standard of conduct regarding an individual's civility and respectful behavior toward others. **Students helped develop the Hate Speech statement.*

Carroll Community College

Diversity/World View Strategic Improvement Plan

Update: July 30, 2010

Diversity/World View Committee Structure (Revision FY 2010/2011)

Effective for FY 2010/2011 the existing Diversity/World View Committee will be reconstituted and reorganized. The new committee will be comprised of four major working committees as listed below. This structure and operational procedures will be similar in nature to the way the Technology Advisory Group works, with committee chairs serving on the Diversity/World View Steering Team. Working through the Steering Team Chair's Vice President, the Steering team chair (and committee members when required) will provide a progress report to the President and Executive Team at least once per semester. Each working committee will also work directly with an Executive Team liaison as assigned below.

Steering Team:

Steering Team Chair: Steve Geppi, Co-chair: Janet Ohlemacher

Members: Bob Young, Shawntay Stocks, Sylvia Blair, Becki Maurio

Institutional Research Resource to all Committees: Jean Marriott

Assessment Resource to all Committees: Janet Ohlemacher

Charge to the Steering Team Leaders: *Oversee the development and implementation of the college's Diversity and World View Strategic Improvement Plan. Develop reports and communicate progress regarding the development and fulfillment of the plan and its goals and objectives to the Executive Team, PAC, campus constituent groups, and the Maryland Higher Education Commission (MHEC).*

Working Committees:

Curriculum and Student Achievement (Executive Team Liaisons - Jim Ball and Karen Merkle).

Chair: Bob Young (representative from Academic Council), Co-chair: Mike Stovall

Members: Hugh Warner, François Derasse, Sally Long, Don Hoepfer, Joe Tatela,

Charge: *Develop and continuously improve methods for implementing and evaluating the effectiveness of Diversity and World View Goals and objectives related to the curriculum and enhancing student performance. Report on progress as directed by the steering committee.*

Learning Environment/Co-Curriculum (Executive Team Liaisons - Jim Ball and Karen Merkle)

Chair: Shawntay Stocks

Members: Susan Sies, Terry Sawyer, Julia Hymer, Joel Hoskowitz, Myung Schindehette, Heather Diehl,

Charge: *Develop and continuously improve methods for implementing and evaluating the effectiveness of Diversity and World View Plan's goals and objectives related to the Learning Environment and Co-Curriculum. Report on progress as directed by the steering committee.*

Employee Development (Executive Team Liaison - Alan Schuman)

Chair: Sylvia Blair, Co-chair: Alan Bogage

Members: Cindy Larrick, Shanelle Hopkins, Sharon Reed, Carol Kolb

Charge: *Develop and continuously improve methods for implementing and evaluating the effectiveness of Diversity and World View Plan's goals and objectives related to the Employee Development. Report on progress as directed by the steering committee.*

Marketing and Outreach (Executive Team Liaison - Craig Clagett)

Chair: Becki Maurio

Members: Candace Edwards, Margo Chaney, Willie Schaefer

Charge: *Develop and continuously improve marketing and outreach materials and processes to support of the overall goals of the Diversity and World View Plan, particularly those related to the "Learning Environment." Report on progress as directed by the steering committee.*